**Unit Title:** Hard Love by Ellen Wittlinger

**Day Title:** Parentheses & Book Discussion

**Lesson Outcome:**

Students will be able to:

* Understand the function of parentheses
* Use parentheses correctly
* Use alternatives to parentheses
* Discuss the meaning of the text through the use of theme, imagery, and symbols

**Standards:**

CE 1.1.6 – Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.2.2 – Write, speak, and visual represent to develop self-awareness and insight.

CE 1.2.3 – Write, speak, and create artistic representations to express personal experience and perspective.

CE 1.3.2 – Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative and personal purposes: essays that convey the author’s message by using an engaging introduction, well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3 – Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language

CE 1.3.7 – Participate collaboratively and productively in groups – fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems and offering dissent courteously.

CE 2.1.4 – Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.1.7 – Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique

CE 2.1.11 – Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate question, and tolerating ambiguity and lack of consensus.

CE 2.1.12 – Use a variety of strategies to enhance listening comprehension.

CE 2.2.2 – Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoke, or multimedia text.

CE 3.1.1 – Interpret literary language while reading literary and expository works.

CE 3.1.6 – Examine differing and diverse interpretation of literary and expository works and explain how and why interpretation may vary from reader to reader.

CE 3.1.9 – Analyze how the tensions among characters, communities, themes and issues in literature and other texts reflect human experience.

CE 3.2.4 – Respond by participating actively and appropriately in small and large group discussions about literature.

CE 3.2.5 – Respond to literature in a variety of ways providing examples of how texts affect their lives connect them with the contemporary world, and communicate across time.

CE 4.1.5 – Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

**Materials Needed:** parentheses handout, parentheses examples from text, makers, blank paper, double entry logs from chapters one through four (pg. 1-56).

**Launch:** An author’s “Tell”

In poker, players sometimes have a “tell” that lets other players know when that player receives a good or bad hand and whether or not the player is bluffing. Some authors also do this. In her Anita Blake series, Laurell K. Hamilton often quotes Shakespeare at least once per book. Dean Koontz’s writing is identified by his use of a specific character profile. Other authors use a specific phrase or word over and over.

* In your reading, have you noticed something that is unique to a certain author?
* What about Ellen Wittlinger?

**Learning Activity:**

1. Show the students the first parentheses example.

**Example 1**

...her mother wants to remind people that Dorothy Hamill (some Olympic ice skater from the seventies) should still be their role model.

1. Ask them what they notice about the sentence. Give them a chance to think, a minute or two. (The students should be quick to point out the parentheses, but don't worry if they don't.)
2. Show the students the second parentheses example.

**Example 2**

...he's just on a regular old date (if that's even what you call it when people are that old), but he probably thinks a date isn't a good enough excuse.

1. Ask the students what the two sentences have in common. Again, give them a minute or two to think.
2. If a student brings up the comma in example two, ask why the author put the comma after the parentheses.
3. If a student does not bring up the comma in example two, ask them to look at the punctuation in the sentence. Then ask them why the author put the comma after the parentheses.
4. Ask the students why example two has a comma and example one does not.
5. Ask the students what kind of information is in parentheses.
6. Give the students the Parentheses Factsheet. Tell the students they have 83 seconds to write down any notes over examples one and two
7. Show examples three and four

**Example 3**

Brian thinks the female population of Boston is much cooler than the girls in Darlington (with the exception of the extraordinary Violet Neville, of course).

**Example 4**

(Toto, we're not in Darlington anymore.)

1. Ask them what they notice. Give them a minute or two.
2. If the students don't bring up the periods (and their placement) in the examples, ask them what they notice about the punctuation.
3. Remind them they should be taking notes. They should have similar notes to what’s on the teacher copy.
4. Ask the students what punctuation the author could have used instead of parentheses

**Launch:** Literature Graffiti

1. Tell the students to take out their double entry logs.
2. While you pass out markers and blank paper, tell the students to write down something from their logs. (The students should write their names on the back)
3. Pass out strips of tape
4. Tell students to tape their papers on the wall

**Learning Activity:**

Class discussion about themes, symbols, imagery, connections, and whatever the class finds of interest.

**Discussion Questions:**

* In the very first sentence, John states, "I am immune to emotion" Judging from his actions and reactions throughout chapters 1-4, would you agree or disagree? Why?
* Why do you think John's mother won't touch him?
* Is there a particular passage or image you found interesting? Why do you like it?
* "I don't know what it means really - it's not how I'd ever talk to Mom's dishwater-drab boyfriend Al -- but I like the way it sounds. It's true, even though it never happened." top of pg. 7
* What are some of the major themes in Hard Love?
* "Escape" top of pg. 98 "Escape Velocity" pg. 14

**Assessment:**

Students will write a few paragraphs about the book discussion. They must use at least one pair of parentheses in their writing. In their writing they may focus on a theme, symbol, or short section of the text they really want to write about. They can expand upon a connection between the text and the world, the text and their life, etc.

Parentheses Factsheet

teacher copy

* Use parentheses to enclose material that is of minor or secondary importance in a sentence - material that supplements, clarifies, comments on, or illustrates what proceeds or follows it,

**Example 1**

...her mother wants to remind people that Dorothy Hamill (some Olympic ice skater from the seventies) should still be their role model.

**Example 2**

...he's just on a regular old date (if that's even what you call it when people are that old), but he probably thinks a date isn't a good enough excuse

* A comma, if needed, is always placed outside a closing parenthesis (and never before and opening one).

**Example 3**

Brian thinks the female population of Boston is much cooler than the girls in Darlington (with the exception of the extraordinary Violet Neville, of course).

**Example 4**

(Toto, we're not in Darlington anymore.)

* A period may be placed either inside or outside a closing parenthesis, depending on whether the parenthetical text is part of a larger sentence.

Bullet Points Taken From:

Lunsford, A.A. (2010). *Easy Writer*. Boston: Bedford/St. Martin's.

Examples Taken From:

Wittlinger, E. (2001). *Hard Love*. New York: Simon & Schuster.